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ABSTRACT

A study was conducted to evaluate the student counseling and development services at Niagara College for the year 1970-71. A client group was compared with two groups of non-clients by means of questionnaire administered on registration day. A total of 1,269 day students, 80 percent of the student population, participated. Group one consisted of 575 freshmen who had no previous exposure to counseling at Niagara. Group two was made up of 400 freshmen and second- and third-year students who sought and received counseling at Niagara. Group three consisted of 294 second and third-year students who had neither sought nor received counseling at Niagara but who had been exposed to counseling in the past. A 23-item multiple choice questionnaire was constructed to obtain information concerning respondent characteristics, use of counseling services, satisfaction with counseling, perception of effective counseling, and preference for certain counseling styles. Counseled respondents were found to be very satisfied with their counseling at Niagara. Although most would use counseling services primarily for educational concerns, the same majority would consult an instructor before going to a counselor with academic problems. Most respondents would consult a close friend in case of personal difficulties before going to a counselor. The majority also perceive counselors as a source of assistance with career planning and prefer to seek counseling rather than be called to see a counselor. Recommendations for further research are made. (Author/KM)

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AN EVALUATION OF THE COUNSELING SERVICES AT A CANADIAN COMMUNITY COLLEGE

A dissertation submitted in partial fulfillment of
the requirements for the degree of

MASTER OF ARTS

to the faculty of the Graduate School of

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JC 740004

by

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Submitted

Date

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TABLE OF CONTENTS

CHAPTER		Page
I.	INTRODUCTION	1
	Evaluation of Counseling In Canadian Post-Secondary Institutions	1
	Research Difficulties In Evaluation of Counseling Studies	2
	The Criteria In Evaluative Studies of Counseling	4
	Client Satisfaction As A Criterion Measure And Client Perceptions of Counseling	7
	Evaluation of Counseling In This Study	10
II.	METHODOLOGY AND PROCEDURE	15
	The Sample	15
	The Design of The Questionnaire	16
	Derrivation of The Questionnaire Items	17
	Administration of The Questionnaire And Data Collection	19
	Client Satisfaction Operationally Defined	20
III.	PRESENTATION AND ANALYSIS OF RESULTS	22
	Questionnaire Items Describing Student Characteristics	22
	Questionnaire Items Describing Usage of The Counseling Services In High School	23
	Questionnaire Item Concerning Usage of Niagara College Counseling Services	24

CHAPTER Page

Questionnaire Items Concerning The Quality of Counseling Relationships.... 26
Questionnaire Items Concerning Specific Usage of Niagara College Counseling Services..... 34
Student Respondents Preferences For Certain Counseling Procedures..... 38
Frame of Reference of Respondents Who Answered The Questionnaire..... 40
Results of Statistical Analysis..... 40
IV. DISCUSSION OF RESULTS..... 51
V. SUMMARY AND CONCLUSIONS..... 63
Recommendations For Future Research..... 66
FOOTNOTES..... 69
WORKS CITED..... 73
APPENDIX A The Niagara College Student Counseling And Development Services Assessment Blank..... 76
APPENDIX B Background Data For Judges..... 81

LIST OF TABLES

TABLE Page

1. Questionnaire Item 1: Sex..... 22
2. Questionnaire Item 2: Age..... 23
3. Questionnaire Item 4: My Program Is..... 23
4. Questionnaire Item 5: When You Were In High School Did You Use The Guidance Services Offered..... 24
5. Questionnaire Item 6: I Found The High School Guidance Services To Be..... 24
6. Questionnaire Item 8: Most Likely A Person Uses The Student Counseling And Development Services at Niagara College Because of..... 25
7. Questionnaire Item 9: A Counselor Will..... 26
8. Questionnaire Item 10: A Counselor Will..... 27
9. Questionnaire Item 13: When You Talk to a Counselor About Something Very Personal, The Counselor Will..... 28
10. Questionnaire Item 14: A Counselor Will..... 29
11. Questionnaire Item 16: A Counselor Will..... 30
12. Questionnaire Item 18: A Counselor Will..... 31
13. Questionnaire Item 20: A Counselor Will..... 32
14. Questionnaire Item 22: A Counselor Will..... 33
15. Questionnaire Item 12: If You Have Some Personal Difficulties (Conflicts Within Yourself, or With Other People, Etc.) You Would..... 34

TABLE Page

16. Questionnaire Item 17: If You Have Some Academic Difficulties (Trouble Studying or Need For Information Concerning Programs, Etc.) You Would..... 35

17. Questionnaire Item 19: If You Have Some Career Difficulties (Lack of Information Concerning Your Career Abilities, Interest, Etc.) You Would..... 36

18. Questionnaire Item 21: If You Want to Improve As a Person, Become More Aware of Yourself In Relation To Others, Etc.) You Would..... 37

19. Questionnaire Item 11: I Prefer to Talk With..... 38

20. Questionnaire Item 15: Two Ways In Which A Student Counseling Center May Operate Are Listed Below, Which Way Is Better..... 39

21. Questionnaire Item 23: I Answered All of The Above Questions From..... 40

22. Chi-Square Values For Tests of Significance On Questionnaire Items For All Groups..... 41

23. Chi-Square Values For Tests of Significance Between The Three Groups For Questionnaire Item 6 (High School Guidance Services)..... 42

24. Chi-Square Values For Tests of Significance Between The Three Groups For Questionnaire Item 8 (Usage of Niagara College Counseling)..... 43

TABLE Page

25. Chi-Square Values For Tests of Significance Between The Three Groups For Questionnaire Item 9 (Counselor Self-Disclosure)..... 43

26. Chi-Square Values For Tests of Significance Between The Three Groups For Questionnaire Item 10 (Client Self-Expression)..... 44

27. Chi-Square Values For Tests of Significance Between The Three Groups For Questionnaire Item 12 (Personal Difficulties)..... 44

28. Chi-Square Values For Tests of Significance Between The Three Groups For Questionnaire Item 13 (Confidentiality)..... 45

29. Chi-Square Values For Tests of Significance Between The Three Groups For Questionnaire Item 14 (Counselor Genuineness)..... 45

30. Chi-Square Values For Tests of Significance Between The Three Groups For Questionnaire Item 15 (Counseling Operation)..... 46

31. Chi-Square Values For Tests of Significance Between The Three Groups For Questionnaire Item 16 (Counselor Specificity)..... 46

32. Chi-Square Values For Tests of Significance Between The Three Groups For Questionnaire Item 17 (Academic Difficulties)..... 47

33. Chi-Square Values For Tests of Significance Between The Three Groups For Questionnaire

TABLE Page

Item 18 (Counselor Empathy)..... 47

34. Chi-Square Values For Tests of Significance Between The Three Groups For Questionnaire Item 19 (Career Difficulties)..... 48

35. Chi-Square Values For Tests of Significance Between The Three Groups For Questionnaire Item 20 (Counselor Respect)..... 48

36. Chi-Square Values For Tests of Significance Between The Three Groups For Questionnaire Item 21 (Personal Growth)..... 49

37. Chi-Square Values For Tests of Significance Between The Three Groups For Questionnaire Item 22 (Client Decision-Making)..... 49

38. Chi-Square Values For Tests of Significance Between The Three Groups For Questionnaire Item 23 (Client Frame-of-Reference)..... 50

CHAPTER I

INTRODUCTION

Evaluation of Counseling In Canadian Post-Secondary Institutions

The emergence of counseling centers on the campuses of Canadian colleges and universities is a relatively recent occurrence. Appley, Heinzl and Lee[1] reported that in 1962 less than one-third of Canadian universities offered this service, but within the next five years the number of recognized centers tripled. To date, it appears that by proportion the percentage of Canadian post-secondary institutions possessing counseling centers compares favorably with the number of such centers in the United States. As a result of this sudden growth, Canadian counselors have been stimulated to evaluate the direction their centers are taking, relative to the types and standards of counseling services which they are offering their students.

Canadian and United States researchers of counseling effectiveness have employed similar research methodologies. In Canada, Altmann[2] has duplicated a study by King and Matteson[3] who used Michigan State University students to find what problems students would approach the counseling center with. Altmann has reported that his University of Calgary students perceived the counseling center as dealing essentially with problems of "college routine" and "vocational choice," just as King and Matteson's students had

also indicated.

In another Canadian study at the University of Calgary, Ogston[4] and his colleagues repeated Warman's[5] 1960 study of Ohio State University students. Warman had administered a questionnaire to his students probing which problems were most appropriate for discussing at their university counseling center. When the same questionnaire was administered to University of Calgary students, Ogston found that problems concerning vocational choice were chosen most frequently, just as Warman's students had chosen originally. Ogston[6] and his coworkers concluded that their findings tend to validate the postulate that Canadian counseling centers compare closely to their American counterparts.

Research Difficulties In Evaluation of Counseling Studies

Research literature dealing with the evaluation of counseling has revealed a great need for, and general sparcity of, meaningful research concerning its effectiveness.[7] Unfortunately, evaluation of counseling studies are the exception in counseling research, rather than the rule. This is not entirely due to apathy on the part of counselors. It appears to be the result of multiple problems inherent in the research into counseling effectiveness.

Williamson and Bordin[8] believe that progress in counseling research into effectiveness of counseling has been held back by two different counselor-held attitudes: those counselors who evaluate by armchair methods, that is, a belief that the effectiveness and general worth of counsel-

ing is self-evident; and those counsellors who do not evaluate because they maintain that research will impair their efficiency as counselors.

There have been numerous critics of the various methodologies employed in research studies of counseling outcomes. Williamson and Bordin[9] have stressed the importance of specifying the criteria to be employed, and of recognizing the assumptions underlying them. These criteria must be applicable to the situation being studied, as well as to each individual in the study.

Froelich[10] surveyed 177 published studies covering a period from 1921 to 1947 in a comprehensive review of the literature concerning the evaluation of guidance. Of 177 published studies, only twenty-four studies represent findings based on the use of an experimental and a control group. The findings of most of these 177 studies are based on relatively small samples. Froelich concluded that there is a need for research on methodology employed in evaluative studies of counseling, and research on the criteria against which success may be measured.

Three major approaches to research found in evaluative studies have been outlined by Dressel, Shoben, and Pepinsky.[11] These approaches are the following: studies of the counseling process, itself; studies of the outcomes of counseling; and studies based on the data occurring from tests and rating procedures where the outcomes are implicit in the technique, rather than explicit.

A report by O'Dea and Zeran[12] states that major evaluation studies of counseling were still greatly lacking in research journals up until 1953. Volsky[13] and his colleagues note that research efforts have provided relatively little unequivicol evidence about the efficacy of various counseling practices.

The Criteria In Evaluative Studies of Counseling

The question of adequate criteria to evaluate the outcome or effectiveness of counseling is complex. One of the major problems in evaluation is the establishment of a set of relevant and meaningful criteria, and the development of measuring instruments upon which the counseling service or specific parts of it may be assessed. The quality of the criteria employed is critical, because a program of evaluation can be only as good as the criteria employed.

McDaniel[14] and his coworkers observe that choosing adequate criteria necessitates: firstly, clarifying goals or objectives of counseling; secondly, devising methods and instruments for securing evidence that each of these specific objectives has or has not been attained; thirdly, gaining information about the changes that have or have not taken place in individuals or groups; and lastly, passing judgements on the "goodness" of the changes.

Williamson and Bordin[15] have suggested various means of selecting counseling-evaluative criteria. One such way is to select only those criteria which are objectively quantifiable, such as, grade point average (with an increase

or decrease in counseling of the client), number of years in college, number of jobs held or wages earned, etcetera. Another approach is to make use of non-statistical case studies.

Seven different categories of criteria used in researching counseling effectiveness from 1941 to 1947 have been reported by Froelich.[16] These different categories are the following: the "do-you-do-this?" approach, or external criterion; the "what-happened-then-method?", or follow-up approach; client-opinion, or the "what-do-you-think?" approach; the "information-please" or expert-opinion method; specific techniques or the "little-by-little" approach; within-group-changes, or "before-and-after" method; and the between-group-changes, or the "what-is-the-difference?" method.

According to Blum and Balinsky[17] the evaluation of guidance up until 1957 had been characterized by five different approaches. One approach emphasized surveying all the literature critical of methods and approaches to the evaluation of guidance, and looking at suggestions which attempted to point the way towards improved research methodology. "Expert-evaluation" was another means by which guidance could be assessed. In this particular method, competent judges were selected to pass judgement on the outcomes of counseling, the quality of counseling, or directions research should take.

Another approach, selected by Blum and Balinsky is the "follow-up" approach. This is a process of contacting

previously counseled students in an attempt to learn of their current status, and guage any changes which may have occurred because of counseling. In some evaluation studies, two different groups (experimental and control) are compared according to some previously established criterion. The "control group" is what characterizes studies of this type. A last approach, according to Blum and Balinsky is the "before-and-after" method, whereby measures of certain client-characteristics are obtained prior to counseling and after counseling, and any changes noted.

It has been suggested by Goodstein and Grigg[18] that any completely satisfactory counseling evaluation should involve the following: multiple criteria which include evaluations of personal and social adjustments by the client performance records (for example, school records); and client satisfaction with the counseling process.

The use of psychophysical scaling techniques has been proposed by Farnsworth[19] for research into counseling effectiveness. Farnsworth believes that bias is introduced in counseling-evaluation studies when only one criterion is employed, and that multiple-criterion measures are best. He goes on to observe that the use of psychophysical scaling techniques provides answers as to how to discover relevant criteria, and then combine these into a relevant measuring instrument. The final measuring instrument, then, would be a rating scale administered to a client, counselor or a client's significant others.

In their critique of counseling-evaluation, research methodologies more than thirty years ago, Williamson and Bordin[20] outlined effective guidelines in selecting relevant criteria for researching into the effectiveness of counseling. These guidelines still hold much value for current researching of counseling outcomes, and include these suggestions: all available methods of evaluation have weaknesses; when available, multiple criteria are best; case records are often inadequate and incomplete; each counseling session is unique, and diagnostic and prognostic tools (for example, psychometric tests) may not be relevant; testing to determine if recommendations have been followed by a client is extremely difficult; and lastly, the length of time between counseling and evaluation is extremely important.

Client Satisfaction As A Criterion Measure And Client Perceptions Of Counseling

Caution and expertise must be exercised by a researcher when selecting appropriate criteria for measuring the counseling process. One such criterion used in past researching of counseling effectiveness has been "client satisfaction." This latter criterion is one of the earliest criteria employed in studies attempting to evaluate counseling.

Early critics of evaluation studies of counseling felt that client satisfaction did not constitute an objective of counseling. Rather, they viewed client satisfaction as a condition which accompanied success or failure in arriving

at the objectives of counseling. However, when speaking of "objectives of counseling" these critics refer to a procedure of setting up goals which are achieved by means of some methodology or technique. As such, these critics do not refer to the measurement of client satisfaction in relation to the "essentials of a counseling relationship,"[21] such as, trust, empathy, or sincereness as striven for by a counselor.

Grigg and Goodstein[22] postulated that if a counselor has carried twenty-five clients for several interviews, then there are twenty-five independent observers who are capable of rating some aspects of "counselor A's" performance as a counselor. It is certainly true that clients are ego-involved in the counseling process, and are not to be regarded as unbiased. However, there should be much value in the use of so many independent judges of counseling effectiveness.

There is a definite relationship between client perceptions of counseling and client satisfaction. A recent study by Gladstein[23] suggested that a client may come to an interview with more than one expectation, and generally this client will be satisfied, if only part of his expectancies are met. Gladstein's clients displayed less satisfaction only when none of their expectations were met. This latter finding in the Gladstein study has also been confirmed by two other studies - those of Form[24] and also Isaard and Sherwood.[25] These latter researchers reported

that few clients rate their counseling experience as unsatisfactory, and a client has to receive no help at all before he will rate his experience as poor.

It is very difficult to distinguish between clients who experience satisfaction because a counselor employs a particular method and clients who experience satisfaction because of a counselor's projection of warmth, geniuneness, and empathy. Tyler[26] has summarized many studies of this type and has observed that clients register more satisfaction if counselors act as clients expect them to. She adds, however, that there is no evidence that acting in accordance with client preferences or expectations makes for successful outcomes.

In spite of these instances of positive reports of clients engaged in counseling experiences, clients who are dissatisfied with counseling may not perceive counseling as worthwhile, or as a significant alternative for assistance. Goodstein and Grigg[27] strongly maintain that client dissatisfaction can only lead to distorted social perception of the effectiveness of counseling. These researchers believe that dissatisfied clients will not, in all probability, regard counseling as a useful procedure, regardless of whether or not they have actually been helped by the counseling process. As a result of this dissatisfaction, clients will not regard counseling as a technique for solving any new problems, nor as a procedure to recommend to their friends. Therefore, it is desirable to have clients satisfied with

their counseling experiences, so that counseling may be socially effective.

Goodstein and Grigg[28] also contend that client satisfaction is one important factor in any approach to the problem of effectiveness of counseling, and continuous observations of client satisfaction and dissatisfaction appear necessary in order to fully actualize the potential effectiveness of counseling.

Evaluation of Counseling In This Study

The counseling services upon which this study is based are the "Niagara College Student Counseling and Development Services" situated at Welland, Ontario, Canada. This particular service emphasizes educational, vocational, personal, and social development of students during their years at College. As a community college, Niagara College offers its students many official sources for help with academic and personal problems. The client's attitude toward the Niagara College Student Counseling and Development Services and counselors will determine whether he turns to them when he is having difficulty, and if he will eventually seek assistance from a counselor.

A recent study by Cole and Ivey[29] revealed that freshman students most frequently viewed the instructor and faculty advisor at college as a source for assistance with academic problems, and saw their parents or friends as the most frequent source for assistance with personal problems. In another research report by Donk and Oetting[30] it was

observed that the students in their study had shifted their attitudes away from student personnel services as a source of assistance. These latter two researchers postulated that such a shift in student attitude may have occurred as a function of the university's changed perception as to the role of counseling as a source for assisting students.

The perception that a student has of a counselor's role and function, as well as the counselor's perception of his own role, have a critical impact on the structure and dynamics of a counseling relationship. A student's perception and expectation of a counselor should ideally correlate highly with the actual role a counselor performs, if the student is to be satisfied with a counseling relationship.

A great deal, then, appears to depend upon how a client perceives a counselor, in addition to the client's expectations in a counseling relationship. It is assumed here that the relationship provided by a counselor for a client is far more important than any particular technique which he may employ. In a carefully designed study, Seeman[31] concluded that differences in a client's reactions to counseling are not associated with differences in counseling methods, but rather with the more personal qualities of warmth, interest and understanding, which in one way or another a counselor conveys to his client.

Junior high school student's perceptions of counselors develop from multiple and diverse sources. Brough[32] found

that these junior high school students most frequently cited: the counselor's discussion of his role with students; actual interviews; and descriptions of counselors in the student handbook. The single most important source was actually talking to a counselor.

If a client does not perceive a counseling service or its counselors with satisfaction, he most likely will not use such a service. However, there may be other reasons why some students do not use a counseling facility. For example, a recent report by Minge and Cass[33] showed that 14 percent of a university student population had not heard of a counseling center despite intensive efforts to make its presence known on campus.

As it can be seen then, one of the factors related to the effectiveness of any counseling program is the prevalent climate of opinion towards it, and towards the particular style in which this program is carried out by the counselors. That is, the effectiveness of a counseling service, by its very nature, depends on a willingness on the part of the students to use it. This, in turn, reflects the attitudes which students have concerning the value of counseling at a college. A counseling center is effective to the extent that it is <u>positively valued</u> by the student population which it attempts to serve.

The purpose of this study is to evaluate the Student Counseling and Development Services at Niagara College for the year 1970-1971. A client-group is compared with two

groups of non-clients, where "client satisfaction" is the criterion of counseling effectiveness. "Satisfaction" for the non-counseled groups was interpreted as "an expectancy of effective counseling performance by a counselor in a counseling relationship."

It is assumed that client satisfaction within a counseling relationship in this study represents satisfaction with the warmth, sincerity, interest, and understanding displayed by a counselor in a counseling relationship, rather than with any particular technique or method imposed by a counselor to assist the client.

This study makes use of three different groups, to which a questionnaire has been administered. "Exposure to the counseling services at Niagara College" was an important variable in this report. One non-client group is made up of incoming freshman students who have not been exposed to counselors or counseling at Niagara College. It is assumed that the expectations of this group toward counseling, as shown on the questionnaire, will arise from their experiences with their high school guidance counselor.

The client group consisted of first, second, and third year students who have been exposed to both counselors and counseling services at Niagara College, by fact of their usage of such services. It is assumed that these clients perceive counseling as the result of their experiences with Niagara College counselors and counseling.

Lastly, there is one other non-client group of second

and third year students, who have had exposure to the counselors or counseling services at Niagara College, but have not made use of such services. It is assumed that this group has expectations of counseling and counselors arising from their experiences with guidance counselors in the high school, rather than Niagara College counselors.

The three groups of this study were originally formed on the basis of three different hypotheses formulated in a report by Form.[34] This latter researcher postulated that there is a general climate of opinion on campus which predisposes students to appraise counselors and counseling irrespective of direct contacts with these persons or agencies. This assumption was not made in the case of the incoming freshman non-clients, or freshman clients, who participated in this study.

Form also postulated that the attitudes which students hold toward counselors at a college are also affected by a common background of characteristics and experiences. Lastly, Form hypothesized that student attitudes toward a counseling service are affected by direct contact with a counseling service and its counselors.

CHAPTER II

METHODOLOGY AND PROCEDURE

The Sample

The population was defined as all freshmen, and second and third year day students who registered at Niagara College of Applied Arts and Technology on September 7, 1971. This population numbered 1,580 day students, and the invited sample was 1,560 day students. The actual sample numbered 1,269 day student respondents.

When the data had been collected, the sample was subdivided into three groups which were distinguished on the basis of a student's response to questionnaire item 3 and item 7 (see Appendix A). "Group one" was a non-counseled group of 575 entering freshman students who had no previous exposure to counselors or counseling at Niagara College. The client-group was labelled "group two" and was made up of 100 freshmen, and 300 second and third year students who had sought and received counseling at Niagara College. The reason why clients of group two originally sought counseling, or the quality of the counseling which these clients received prior to questionnaire administration, was undeterminable.

A second non-client group was termed "group three" and consisted of 294 second and third year students who had neither sought, nor received counseling at Niagara College.

However, the distinguishing feature of this group was their exposure to counselors or counseling services at Niagara College at some time. This exposure took the form of either "friendly" counselor-contact, or word of mouth, or written advertisement of counseling services.

All second and third year students in group two and group three had been on campus for at least one academic term prior to the date on which the data was collected. The time period between questionnaire administration and reception of counseling for the second and third year students was four months, or more.

The Design of The Questionnaire

A review of past literature dealing with studies of counseling effectiveness did not locate any instrument particularly appropriate for use in this study. Therefore, a new instrument was designed for specific use in this research.

When selecting questionnaire items which would eventually be used in the study proper, a technique employed by Warman[35] for construction of attitude scale items, was found suitable for use. As such, five "expert" judges who were currently counselors and five "naive" judges who were not counselors, but who were familiar with the counseling service in some way on campus, were asked to rate a list of questionnaire items (see Appendix B). Originally the ten judges were asked to make two separate questionnaire ratings, but a majority of both expert and naïve judges

felt that the first rating would suffice. In order for a questionnaire item to be included as a final item, nine out of ten judges had to assign a rating of "1" (see Appendix B) to an item. The final questionnaire (see Appendix A) was then completed on the basis of the ratings of the judges and any additional comments supplied by these judges.

The final questionnaire was labelled as "The Niagara College Student Counseling and Development Services Assessment Blank." As such, the questionnaire collects a wide variety of information concerning: which group a respondent was to be assigned to in the study; student descriptive characteristics; student usage of counseling services; students felt satisfaction with counseling relationships, and students' perception of effective performance by a counselor in a counseling relationship; and student preferences for certain operational styles of the counseling center.

The actual structuring and presentation of the questionnaire items were from specifications of questionnaire design outlined by D. Fox.[36]

Derrivations of The Questionnaire Items

Data concerning student descriptive characteristics were collected by means of questionnaire items 1 to 4. As was noted previously, the means by which a respondent was assigned to any of the three groups was determined by his responses to questionnaire items 3 and 7. Information concerning usage and satisfaction with high school guidance services was obtained by means of items 5 and 6.

Questionnaire item 8 is a modification of an item appearing on "The Counseling Services Assessment Blank" developed by Hurst[37] and his colleagues for use with post-secondary students in Canada and the United States. As such, item 8 collected information concerning the reasons why students would use the Niagara College counseling services.

Five different questionnaire items probed the quality of counseling experiences arising out of a counseling relationship. Items 9, 14, 16, 18 and 20 are derrivations of different dimensions present in a counseling relationship as outlined by Carkhuff[38] in his "Scales For Assessment of Interpersonal Functioning." Five differing dimensions present in a counseling relationship which these latter questionnaire items measured were: accurate empathy; respect, warmth or regard; genuineness or congruence; self-disclosure; and concreteness or specificity.

Questionnaire items 10, 13, 15 and 22 are modifications of those items appearing in a questionnaire and rating scale employed in the evaluation of counseling services at Niagara University.[39] With the exception of item 15, the other three questionnaire entries attempted to appraise satisfaction with certain aspects of a counseling relationship, as for example, confidentiality, decision-making, and self-expression.

There were four questionnaire items which were developed from each of the categories of item 8, with the exception of the neutral category. These items attempted to probe in

more detail the specific reasons and/or conditions under which clients would approach counseling services at Niagara College. The specific entries which attempted this exploration were items 12, 17, 19 and 21.

Finally, there is some possibility that clients may prefer a counselor of one sex, as opposed to the other sex. Questionnaire item 11 explored this possibility for clients and non-clients. The last item on the questionnaire, item 23, is a check to determine the frame of reference of respondents who replied to the questionnaire.

Administration of The Questionnaire and Data Collection

The administration of the questionnaire took place four months or more from the time of the last counseling experience of a client. As such, these previous four months represent a vacation period for all second and third year returning students. It was not possible to determine the last counseling session each client had experienced. Some counselees may not have experienced counseling for a much longer period of time than four months. Therefore, it was impossible to ideally standardize the amount of time between the last counseling interview and questionnaire administration for each member of the client-group.

Freshman students who made up the client-group had, most likely, experienced counseling at some time during the four month vacation period referred to above. But since this group represented such a small proportion of the counselee group (100 of 400), it is assumed that these

"time-of-last-counseling-session" differences were spread randomly throughout the client-group.

The actual collection of data was not carried out by the author of this study, but rather by two trained and remunerated individuals. The filling out of the questionnaire was introduced as "step one" of eight steps in a registration procedure for registering students. "Step one" read as follows: "Prior to entering the gymnasium all students are requested to complete a counseling questionnaire. This may be completed in the business area and turned in prior to re-entering the hallway."

The data were filled in on data cards by means of a special electromagnetic pencil. Each respondent's data card was checked and any incompletely answered cards were discarded. Also discarded were any data cards showing a response to the same response category from start to finish. Thus, thirteen cards were discarded altogether. The data were processed through a "Honeywell 200" computer at Niagara College by means of a Fortran IV, Level D program which provided "chi-square" analysis for each item, and also "between-groups" analysis for each item.

Client Satisfaction Operationally Defined

Client satisfaction was the criterion for evaluation of counseling employed in this study. Thus, "client satisfaction" was operationally defined for the counseled respondents as "a response in the most positive or positive direction to a questionnaire item which described a specific

factor (as "respect," for example) operating in a counseling relationship." When a member of a non-counseled group responded in the most positive or positive direction to a questionnaire item which described a specific dimension in a counseling relationship, it was interpreted as meaning "an expectancy of effective counseling performance by a counselor in a counseling relationship."

Eight questionnaire items were analysed with reference to the amount of "positiveness" indicated. These were items 9, 10, 13, 14, 16, 18, 20 and 22. Each of these later entries contained five response categories (after Likert[40]) and were assigned a rating of +2 (most satisfaction), +1 (satisfaction), neutral ("I don't know"), -1 (dissatisfaction) and -2 (much dissatisfaction).

CHAPTER III

PRESENTATION AND ANALYSIS OF RESULTS

A total of 1,269 people replied to each questionnaire item. Group one consisted of 575 entering freshman. Group two was made up of 400 freshmen, second and third year students, and group three consisted of 294 second and third year students.

Questionnaire Items Describing Student Characteristics

Table 1 indicates that the majority of respondents to the questionnaire were of the male sex in each group.

TABLE 1

QUESTIONNAIRE ITEM 1: SEX
(Per Cent Per Response Category)

Response Category	All Groups	Group 1	Group 2	Group 3
A. Male	63.44	57.57	67.15	65.56
B. Female	36.56	42.43	32.85	34.44

Table 2 suggests that the majority of respondents for each group were between eighteen and twenty years of age.

Table 3 indicates that the majority of students surveyed were enrolled in Applied Arts programs.

TABLE 2

QUESTIONNAIRE ITEM 2: AGE
(Per Cent Per Response Category)

Response Category	All Groups	Group 1	Group 2	Group 3
A. 16 - 17 years	2.83	6.18	2.03	0.35
B. 18 - 20 years	80.80	81.18	56.92	75.20
C. 21 - 24 years	12.34	11.57	32.75	21.74
D. 25 - 30 years	2.55	1.07	5.20	1.37
E. 30 or older	1.48	0.00	3.10	1.34

TABLE 3

QUESTIONNAIRE ITEM 4: MY PROGRAM IS
(Per Cent Per Response Category)

Response Category	All Groups	Group 1	Group 2	Group 3
A. Applied Arts	40.24	41.40	34.34	41.18
B. General College Diploma	3.72	3.02	6.70	1.40
C. Business	27.43	29.92	30.63	21.74
D. Technology	26.99	23.87	25.63	34.58
E. Industrial Relations	1.62	1.79	2.70	1.10

Questionnaire Items Describing Usage of the Counseling Services In High School

Table 4 reveals that the majority of student respondents made use of their high school guidance services.

TABLE 4

QUESTIONNAIRE ITEM 5: WHEN YOU WERE IN HIGH SCHOOL DID YOU USE THE GUIDANCE SERVICES OFFERED?
(Per Cent Per Response Category)

Response Category	All Groups	Group 1	Group 2	Group 3
A. Yes	78.16	85.60	79.63	68.97
B. No	21.84	14.40	20.37	31.03

Table 5 suggests that all groups found their high school guidance services "somewhat satisfying."

TABLE 5

QUESTIONNAIRE ITEM 6: I FOUND THE HIGH SCHOOL GUIDANCE SERVICES TO BE
(Per Cent Per Response Category)

Response Category	All Groups	Group 1	Group 2	Group 3
A. Very satisfying	10.91	14.05	10.48	8.20
B. Somewhat satisfying	40.20	51.29	37.01	32.30
C. I don't know	13.56	7.26	13.18	20.23
D. Somewhat dissatisfying	22.05	20.15	23.63	22.37
E. Very Dissatisfying	13.28	7.25	15.70	16.90

Questionnaire Item Concerning Usage of Niagara College Counseling Services

Table 6 shows that a majority of all respondents in all groups would use the Niagara College Student Counseling and

Development Services primarily for an educational concern.

TABLE 6

QUESTIONNAIRE ITEM 8: MOST LIKELY A PERSON USES THE STUDENT COUNSELING AND DEVELOPMENT SERVICES AT NIAGARA COLLEGE BECAUSE OF
(Per Cent Per Response Category)

Response Category	All Groups	Group 1	Group 2	Group 3
A. An educational concern(lack of academic information, study skills, course changes, etc.)	59.22	52.12	49.89	44.31
B. A personal adjustment (personal, social, or emotional adjustments)	9.37	5.88	8.48	7.83
C. A growth concern (improve communication skills, become more aware of self and others)	4.67	3.68	4.50	5.83
D. I don't know	9.38	3.30	7.45	17.40
E. A vocational concern (choosing a career, making vocational plans for the future)	19.36	35.01	29.68	24.63

Questionnaire Items Concerning the Quality of Counseling Relationships

Table 7 indicates that a majority of all respondents viewed the amount of "self-disclosure" revealed in a counseling relationship to be very favorable. In particular, however, it was observed that group three respondents, for the most part, "did not know" what to expect of a counselor when "self'disclosure" is a dimension in a counseling relationship.

TABLE 7

QUESTIONNAIRE ITEM 9: A COUNSELOR WILL
(Per Cent Per Response Category)

Response Category	All Groups	Group 1	Group 2	Group 3
A. Remain unknown to me, no matter how long we talk	3.18	2.63	4.20	2.70
B. Show himself occasionally but still remain unknown	8.76	8.80	7.50	9.97
C. Share some of his feelings with me but not enough to know what he is really like	14.54	12.55	16.18	14.90
D. I don't know what he will do	26.85	26.08	14.28	40.20
E. Share feelings openly and honestly so that I really get to know him	46.67	49.94	57.84	32.23

Table 8 suggests that all groups perceived the counselor as a facilitator for "self-expression" in the client.

TABLE 8

QUESTIONNAIRE ITEM 10: A COUNSELOR WILL
(Per Cent Per Response Category)

Response Category	All Groups	Group 1	Group 2	Group 3
A. Constantly tell me what is right or wrong with my feelings or actions	2.80	2.47	2.56	3.37
B. I don't know what he will do	20.27	14.95	14.75	31.10
C. Neither approve nor disapprove of my actions or feelings, but lister to me	25.83	28.28	24.48	24.73
D. Make me feel really free to express myself in any way, without my worrying that he will not agree	49.45	51.78	57.11	39.41
E. Make me feel uncomfortable because I have to continually watch what I say to him	1.65	2.52	1.10	1.33

Table 9 suggests that a majority of all participants in the study viewed a counseling relationship as confidential.

TABLE 9

QUESTIONNAIRE ITEM 13: WHEN YOU TALK TO A COUNSELOR ABOUT SOMETHING VERY PERSONAL, THE COUNSELOR WILL
(Per Cent Per Response Category)

Response Category	All Groups	Group 1	Group 2	Group 3
A. Hold the information in the strictest confidence, and share it with no one, without your permission	72.97	75.80	74.87	68.30
B. I do not know, what he will do	21.74	18.50	19.15	27.57
C. Blab it all over campus	2.00	3.00	1.28	1.73
D. Give the information to your instructor	1.32	1.05	2.20	0.70
E. Pass it on to anyone who asks, but not discuss it otherwise	1.97	1.65	2.50	1.70

Table 10 indicates that a majority of all respondents viewed the amount of "genuineness" or "congruency" shown in a counseling relationship as satisfactory.

TABLE 10

QUESTIONNAIRE ITEM 14: A COUNSELOR WILL
(Per Cent Per Response Category)

Response Category	All Groups	Group 1	Group 2	Group 3
A. Say one thing to me, and mean another	4.33	1.30	1.50	2.80
B. Be completely honest with me, even if it hurts a little	58.34	68.40	55.75	58.23
C. Talk as if he had rehearsed what he tells me	8.24	3.90	16.40	4.43
D. Be sincere with me, but not really involved	13.02	12.70	14.20	12.17
E. I do not know what he will do	16.07	13.70	12.15	22.37

Table 11 suggests that a good number of all participants perceived the amount of "concreteness" or "specificity" shown in a counseling relationship as satisfactory.

TABLE 11

QUESTIONNAIRE ITEM 16: A COUNSELOR WILL
(Per Cent Per Response Category)

Response Category	All Groups	Group 1	Group 2	Group 3
A. Help me express what I want to, but never in enought detail	6.57	4.70	6.48	8.53
B. I do not know what he will do	19.73	12.75	15.68	30.77
C. Help me deal with my personal matters, but only in a roundabout way	6.72	6.25	6.45	7.47
D. Let me talk about anything, except why I came to talk to him	1.65	1.35	1.20	2.40
E. Help me honestly express what exactly was on my mind	65.33	74.95	70.19	50.83

Table 12 reveals that a majority of all respondents perceived a counseling relationship as a means of helping them "tune into" their feelings. Group three, in particular, "did not know" what to expect from a counselor when "feeling expression" is a dimension in a counseling relationship.

TABLE 12

QUESTIONNAIRE ITEM 18: A COUNSELOR WILL
(Per Cent Per Response Category)

Response Category	All Groups	Group 1	Group 2	Group 3
A. Help me to tune into my feelings, and eventually help me to find me	33.16	30.90	42.14	25.37
B. Help me to express my feelings	31.00	35.60	28.83	29.23
C. I do not know what he will do	29.10	26.30	23.60	38.27
D. Not ignore my feelings, but misinterpret them easily	5.76	6.15	5.43	5.73
E. Ignore my feelings	0.98	1.05	0.50	1.40

Table 13 indicates that a majority of all respondents perceived a counseling relationship as a situation in which they could feel "respected" or "positively regarded."

Table 14 reveals that all groups of respondents agreed,

for the most part, that counseling provides an effective relationship to assist a person in the decision-making process.

TABLE 13

QUESTIONNAIRE ITEM 20: A COUNSELOR WILL
(Per Cent Per Response Category)

Response Category	All Groups	Group 1	Group 2	Group 3
A. Show a very deep caring and respect for me	33.45	28.15	35.03	37.23
B. I do not know, what he will do	32.45	35.15	28.18	34.04
C. Show no respect for my feelings or experience	5.57	3.80	7.18	5.73
D. Show some warmth but act too controlled	8.15	9.35	7.98	7.13
E. Show a real positive warmth for me, making me feel that I really count	20.38	23.55	21.73	15.87

TABLE 14

QUESTIONNAIRE ITEM 22: A COUNSELOR WILL
(Per Cent Per Response Category)

Response Category	All Groups	Group 1	Group 2	Group 3
A. Help me to reach a decision, but I still make my own decisions	68.75	72.80	67.79	65.77
B. Make all my decisions for me	2.88	1.75	2.48	4.40
C. Let me suggest many decisions, and we chose a final decision together	16.48	18.10	20.55	11.87
D. Force me to make decisions	1.29	1.15	1.00	1.33
E. I do not know what he will do	10.24	5.90	8.18	16.63

Questionnaire Items Concerning Specific Usage of Niagara College Counseling Services

Table 15 reveals that a majority of all participants would approach a close school friend, as their first course of action for a personal problem, and go to a counselor only as their third choice of action.

TABLE 15

QUESTIONNAIRE ITEM 12: IF YOU HAVE SOME PERSONAL DIFFICULTIES (CONFLICTS WITHIN YOURSELF, OR WITH OTHER PEOPLE ETC.) YOU WOULD
(Per Cent Per Response Category)

Response Category	All Groups	Group 1	Group 2	Group 3
A. Go and talk over these difficulties with a counselor	20.64	26.05	23.20	12.67
B. Ask your instructor for some advice	7.91	4.70	7.35	11.67
C. Talk it over with a close school friend	40.67	41.03	37.80	44.29
D. Go to your family doctor for help	2.17	1.40	1.75	3.37
E. Not do anything, or something other than the above responses	28.61	26.82	29.90	28.00

Table 16 suggests that the majority of respondents will seek academic assistance from one of their instructors before consulting a counselor.

TABLE 16

QUESTIONNAIRE ITEM 17: IF YOU HAVE SOME ACADEMIC DIFFICULTIES (TROUBLE STUDYING OR NEED FOR INFORMATION CONCERNING PROGRAMS, ETC.) YOU WOULD
(Per Cent Per Response Category)

Response Category	All Groups	Group 1	Group 2	Group 3
A. Ask one of your school friends what to do	2.81	7.80	6.25	8.43
B. Ask one of your instructors to help you	50.10	36.15	43.70	53.14
C. Talk to a counselor	38.08	49.20	42.80	25.50
D. Ask your parents for help	3.09	3.85	2.75	2.66
E. Not know what to do, or you would do something other than the above responses	5.92	3.00	4.50	10.27

Table 17 suggests that all group respondents would seek a counselor for assistance with career planning.

TABLE 17

QUESTIONNAIRE ITEM 19: IF YOU HAVE SOME CAREER DIFFICULTIES (LACK OF INFORMATION CONCERNING YOUR CAREER ABILITIES, INTERESTS, ETC.) YOU WOULD
(Per Cent Per Response Category)

Response Category	All Groups	Group 1	Group 2	Group 3
A. Talk to your parents about it	6.21	3.75	7.75	7.13
B. Ask a counselor for career planning help	65.00	76.85	67.64	50.50
C. Ask your instructors to advise you	19.19	12.60	14.90	30.07
D. Ask your school friends what to do	3.32	2.70	3.23	4.03
E. Not know, or you would do something other than the above responses	6.28	4.10	6.48	8.27

Table 18 suggests that a majority of respondents perceived "personal growth groups" as a valid means for self-improvement and learning more effective communication skills.

TABLE 18

QUESTIONNAIRE ITEM 21: IF YOU WANT TO IMPROVE AS A PERSON (THAT IS, TALK MORE EFFECTIVELY TO PEOPLE, GROW AS A PERSON, BECOME AWARE OF YOURSELF IN RELATION TO OTHERS, ETC.) YOU WOULD
(Per Cent Per Response Category)

Response Category	All Groups	Group 1	Group 2	Group 3
A. Read a lot of books about doing this	6.46	3.05	8.45	7.87
B. Talk to your friends about improving	15.38	12.55	14.48	19.10
C. Not know, or I would do things not suggested here	24.72	20.90	24.70	28.57
D. Participate in a personal growth group to learn how to communicate better	44.35	56.25	40.94	36.26
E. Ask your Language Arts (English) Instructor for advice	9.09	7.35	11.73	8.20

Student Respondents Preferences for Certain Counseling Procedures

Table 19 indicates that a majority of participants did not have any particular preference for sex of counselor in a counseling relationship.

TABLE 19

QUESTIONNAIRE ITEM 11: I PREFER TO TALK WITH
(Per Cent Per Response Category)

Response Category	All Groups	Group 1	Group 2	Group 3
A. A female counselor	10.94	8.98	10.98	12.87
B. A male counselor	20.16	19.23	18.68	23.57
C. Either a male or a female counselor	64.52	68.01	67.36	57.19
D. I don't know	4.38	3.78	2.98	6.37

Table 20 suggests that a majority of group respondents believed that choice of counseling assistance should be a voluntary choice.

TABLE 20

QUESTIONNAIRE ITEM 15: TWO WAYS IN WHICH A STUDENT COUNSELING CENTER MAY OPERATE ARE LISTED BELOW, WHICH WAY IS BETTER
(Per Cent Per Response Category)

Response Category	All Groups	Group 1	Group 2	Group 3
A. Going to a counselor should be left up to each student's own desire to do so, or not	82.67	83.10	86.70	78.10
B. A counselor should contact a student and tell him or her to report to the counseling office	11.83	12.45	8.05	15.00
C. I do not know	5.50	4.45	5.15	6.90

The Frame of Reference of Respondents Who Answered the Questionnaire

Table 21 reveals that a majority of respondents answered the questionnaire on the basis of their experience with "counselors-in-general."

TABLE 21

QUESTIONNAIRE ITEM 23: I ANSWERED ALL OF THE ABOVE QUESTIONS FROM (Per Cent Per Response Category)

Response Category	All Groups	Group 1	Group 2	Group 3
A. My experiences with Niagara College counselors	12.51	0.00	26.30	7.13
B. I have not had any counseling experiences	13.32	10.85	0.00	25.33
C. My experiences with guidance counselors while I was in high school	34.34	57.30	18.58	30.26
D. My experiences with counselors-in-general	39.83	31.85	55.12	37.28

Results of Statistical Analysis

Table 22 presents the chi-square values for tests of significance on each item for all groups.

TABLE 22

CHI-SQUARE VALUES FOR TESTS OF SIGNIFICANCE
ON QUESTIONNAIRE ITEMS FOR ALL GROUPS

Item	Chi Square	Degrees of Freedom(df)	S.001	S.01	S.05
6	72.130	8	*		
8	49.488	8	*		
9	65.457	8	*		
10	43.935	8	*		
11	9.959	6			N.S.
12	34.769	8	*		
13	21.772	8		*	
14	63.540	8	*		
15	10.626	4			*
16	59.657	8	*		
17	60.825	8	*		
18	33.041	8	*		
19	68.468	8	*		
20	19.097	8			*
21	49.127	8	*		
22	44.120	8	*		
23	335.195	6	*		

From Table 22 it may be seen that the majority of questionnaire items listed are significant at the .001 level of confidence. The hypothesis that the sample came from a population in which the variables are independent

may be rejected in those items found significant. The assumption that all three groups hold the same attitude, or amount of counseling satisfaction, toward the counseling services at Niagara College may be rejected.

There is now strong reason to believe that there is a significant difference among the three groups. But where does this difference exist? Further tests have to be made to see if each group differs from the other or if two of them are similar, both differing from a third. A chi-square test can be made, taking one group at a time versus another group.[41]

Table 23 shows that group one accounted for the finding of significance in questionnaire item 6.

Table 24 indicates that group three accounted for the finding of significance in questionnaire item 8.

TABLE 23

CHI-SQUARE VALUES FOR TESTS OF SIGNIFICANCE BETWEEN THE THREE GROUPS FOR QUESTIONNAIRE ITEM 6
(High School Guidance Services)

	Chi Square	df	S.001	S.01
Group 1 - Group 2	34.708	4	*	
Group 1 - Group 3	64.010	4	*	
Group 2 - Group 3	7.684	4		N.S.

TABLE 24

CHI-SQUARE VALUES FOR TEST OF SIGNIFICANCE BETWEEN THE THREE GROUPS FOR QUESTIONNAIRE ITEM 8 (Usage of Niagara College Counseling)

	Chi Square	df	S.001	S.01
Group 1 - Group 2	6.723	4		N.S.
Group 1 - Group 3	46.568	4	*	
Group 2 - Group 3	17.097	4		*

Table 25 suggests that the finding of significance in questionnaire item 9 may be attributed to all groups.

Table 26 demonstrates that group three accounted for the finding of significance in questionnaire item 10.

TABLE 25

CHI-SQUARE VALUES FOR TESTS OF SIGNIFICANCE BETWEEN THE THREE GROUPS FOR QUESTIONNAIRE ITEM 9 (Counselor Self-Disclosure)

	Chi Square	df	S.001	S.01
Group 1 - Group 2	20.750	4	*	
Group 1 - Group 3	23.929	4	*	
Group 2 - Group 3	62.784	4	*	

TABLE 26

CHI-SQUARE VALUES FOR TESTS OF SIGNIFICANCE BETWEEN THE THREE GROUPS FOR QUESTIONNAIRE ITEM 10 (Client Self-Expression)

	Chi Square	df	S.001	S.01
Group 1 - Group 2	4.001	4		N.S.
Group 1 - Group 3	32.246	4	*	
Group 2 - Group 3	28.542	4	*	

Table 27 indicates that the finding of significance in questionnaire item 12 may be attributed to group three.

Table 28 suggests that group three accounted for the finding of significance in questionnaire item 13.

TABLE 27

CHI-SQUARE VALUES FOR TESTS OF SIGNIFICANCE BETWEEN THE THREE GROUPS FOR QUESTIONNAIRE ITEM 12 (Personal Difficulties)

	Chi Square	df	S.001	S.01
Group 1 - Group 2	5.973	4		N.S.
Group 1 - Group 3	31.782	4	*	
Group 2 - Group 3	16.646	4		*

TABLE 28

CHI-SQUARE VALUES FOR TESTS OF SIGNIFICANCE BETWEEN THE THREE GROUPS FOR QUESTIONNAIRE ITEM 13 (Confidentiality)

	Chi Square	df	S.01	S.05
Group 1 - Group 2	6.255	4		N.S.
Group 1 - Group 3	13.491	4	*	
Group 2 - Group 3	13.846	4	*	

Table 29 shows that all groups accounted for the finding of significance in questionnaire item 14.

Table 30 demonstrates that the finding of significance in questi nnaire item 15 may be attributed to both group two and group three.

TABLE 29

CHI-SQUARE VALUES FOR TESTS OF SIGNIFICANCE BETWEEN THE THREE GROUPS FOR QUESTIONNAIRE ITEM 14 (Counselor Genuineness)

	Chi Square	df	S.001	S.01
Group 1 - Group 2	35.033	4	*	
Group 1 - Group 3	14.882	4		*
Group 2 - Group 3	33.495	4	*	

TABLE 30

CHI-SQUARE VALUES FOR TESTS OF SIGNIFICANCE BETWEEN THE THREE GROUPS FOR QUESTIONNAIRE ITEM 15 (Counseling Operation)

	Chi Square	df	S.01	S.05
Group 1 - Group 2	4.843	2		N.S.
Group 1 - Group 3	3.153	2		N.S.
Group 2 - Group 3	9.323	2	*	

Table 31 indicates that group three accounted for the finding of significance in questionnaire item 16.

Table 32 suggests that group three accounted for the finding of significance in questionnaire item 17.

TABLE 31

CHI-SQUARE VALUES FOR TESTS OF SIGNIFICANCE BETWEEN THE THREE GROUPS FOR QUESTIONNAIRE ITEM 16 (Counselor Specificity)

	Chi Square	df	S.001	S.01
Group 1 - Group 2	3.271	4		N.S.
Group 1 - Group 3	55.679	4	*	
Group 2 - Group 3	29.942	4	*	

TABLE 32

CHI-SQUARE VALUES FOR TESTS OF SIGNIFICANCE BETWEEN THE THREE GROUPS FOR QUESTIONNAIRE ITEM 17 (Academic Difficulties)

	Chi Square	df	S.001	S.01
Group 1 - Group 2	8.341	4		N.S.
Group 1 - Group 3	57.781	4	*	
Group 2 - Group 3	25.833	4	*	

Table 33 reveals that all groups are responsible for the finding of significance in questionnaire item 18.

Table 34 suggests that the finding of significance in questionnaire item 19 may be attributed to all groups.

TABLE 33

CHI-SQUARE VALUES FOR TESTS OF SIGNIFICANCE BETWEEN THE THREE GROUPS FOR QUESTIONNAIRE ITEM 18 (Counselor Empathy)

	Chi Square	df	S.001	S.05
Group 1 - Group 2	12.039	4		*
Group 1 - Group 3	12.822	4		*
Group 2 - Group 3	25.309	4	*	

TABLE 34

CHI-SQUARE VALUES FOR TESTS OF SIGNIFICANCE BETWEEN THE THREE GROUPS FOR QUESTIONNAIRE ITEM 19 (Career Difficulties)

	Chi Square	df	S.001	S.05
Group 1 - Group 2	12.899	4		*
Group 1 - Group 3	61.309	4	*	
Group 2 - Group 3	26.716	4	*	

Table 35 indicates that the finding of significance in questionnaire item 20 may be attributed to group one.

Table 36 shows that group one is responsible for the finding of significance in questionnaire item 21.

TABLE 35

CHI-SQUARE VALUES FOR TESTS OF SIGNIFICANCE BETWEEN THE THREE GROUPS FOR QUESTIONNAIRE ITEM 20 (Counselor Respect)

	Chi Square	df	S.01	S.05
Group 1 - Group 2	11.625	4		*
Group 1 - Group 2	11.485	4		*
Group 2 - Group 3	5.245	4		N.S.

TABLE 36

CHI-SQUARE VALUES FOR TESTS OF SIGNIFICANCE BETWEEN THE THREE GROUPS FOR QUESTIONNAIRE ITEM 21 (Personal Growth)

	Chi Square	df	S.001	S.01
Group 1 - Group 2	29.326	4	*	
Group 1 - Group 3	35.108	4	*	
Group 2 - Group 3	6.544	4		N.S.

Table 37 suggests that group three accounted for the finding of significance in questionnaire item 22.

Lastly, Table 38 indicates that all groups accounted for the finding of significance in questionnaire item 23.

TABLE 37

CHI-SQUARE VALUES FOR TESTS OF SIGNIFICANCE BETWEEN THE THREE GROUPS FOR QUESTIONNAIRE ITEM 22 (Client Decision-Making)

	Chi Square	df	S.001	S.01
Group 1 - Group 2	3.150	4		N.S.
Group 1 - Group 3	38.352	4	*	
Group 2 - Group 3	22.182	4	*	

TABLE 38

CHI-SQUARE VALUES FOR TESTS OF SIGNIFICANCE BETWEEN THE THREE GROUPS FOR QUESTIONNAIRE ITEM 23 (Client Frame-of-Reference)

	Chi Square	df	S.001	S.01
Group 1 - Group 2	251.949	3	*	
Group 1 - Group 3	63.995	3	*	
Group 2 - Group 3	126.329	3	*	

CHAPTER IV

DISCUSSION OF RESULTS

There were nearly three males for every female who responded to the questionnaire in this study. Both the male and female respondents were between 18 and 20 years of age on the average, and most were enrolled in Applied Arts programs.

Most respondents reported that they had made use of their high school guidance services and found them "somewhat satisfying." The Niagara College clients were satisfied with their high school guidance services. But, these clients responded with only 10 per cent less frequency to the response categories suggesting "dissatisfaction."

The non-counselees of group three evenly divided their responses between satisfaction and dissatisfaction with their high school guidance services (see Table 5 and Table 23). These group three respondents accounted for the finding of statistical significance in questionnaire item 6. This means that group three participants responded differently from the participants in group one or in group two. Lastly, the non-clients of group one indicated satisfaction with their high school guidance services.

The Niagara College Student Counseling and Development Services functions in four different areas of student life: educational concerns, vocational concerns, personal concerns and growth concerns. Most of the respondents in this study would use the counseling services at Niagara College because

of an "educational concern." Vocational, personal and growth concerns were next in order of selection. Interestingly, the neutral response category and the personal concern category were selected with equal frequency by most participants (see Table 6 and Table 24).

Each of the three groups, individually, selected the response category which suggested going to the Niagara College counseling service because of an educational concern. However, the second and third year respondents of group three replied with less frequency, to the "educational concern" category than had the other two groups. Therefore, these non-clients answered questionnaire item 8 differently from group one or group two.

Studies by King and Matteson[42] and Altmann[43] also revealed that their post-secondary students viewed the counseling center as dealing with educational concerns of students. Warman's[44] post-secondary sample selected problems of vocational choice as most appropriate for discussing with counselors, as did the secondary students of Grant's[45] research also.

It is important that a client be able to perceive his counselor as a "real" person. One of the means by which a counselor conveys this "realness" to his client is by "self-disclosure" of himself as a person. Most participants viewed a counselor as a person who shows much self-disclosure within a counseling relationship. The clients of this research were very satisfied with the self-disclosure

shown by their counselor. However, non-clients in group three reported that "self-disclosure" within a counseling relationship was not within their experience (see Table 7 and Table 25). As such, these latter non-clients answered differently from group one or group two. Lastly, the majority of respondents in group one expect much self-disclosure on the part of a counselor, if they should seek a counseling experience at Niagara College.

The majority of respondents to the questionnaire viewed a counselor as a person who facilitates "self-expression" in his client. The clients of this study were very satisfied with the self-expression which they were allowed to manifest in their counseling experiences at Niagara College. The entering freshmen of group one expect to be able to express themselves as much as they like in a counseling relationship with assistance from a counselor. Group three participants responded differently from the other two groups concerning "self-expression." The majority of these latter respondents would anticipate less freedom to express themselves, if they should become involved in a counseling relationship.

Confidentiality has always been promoted at Niagara College as a condition operating in all counseling experiences for the client. Most of the participants of this study view counseling as a confidential relationship maintained by the counselor. The Niagara College clients were very satisfied with the confidentiality present in their counseling experiences. Also, the non-counselees of group

one expect a counselor to maintain confidentiality if they should consult Niagara counselors. The participants in group three replied differently from either of the other two groups, since these respondents would anticipate less chance that confidentiality would be maintained by a counselor (see Table 9 and Table 28).

One of the essential characteristics which a client should be able to perceive in a counselor is "genuineness" or "congruency." Most respondents viewed a counselor as a person who is genuine in relating to his client. Each particular group responded differently to the questionnaire item which probed genuineness in counseling relationships (see Table 10 and Table 29). The counselees replied with less frequency, relative to group one and group three, to the response category which suggested a maximum amount of congruency. Thus, the Niagara clients were very satisfied with the genuineness expressed by their counselor. Both groups of non-clients anticipate that a counselor will be a very genuine person, if they should consult with a counselor.

A majority of all respondents perceive a counselor as a person who shows "concreteness" or "specificity" in his relating to a counselee. The Niagara clients were very satisfied with the specificity manifested by a counselor in their counseling relationships. The entering freshman, non-clients of group one expect a counselor to display much concreteness, if they should confide in a Niagara counselor. The second and third year respondents of group three replied

differently from group one and group two. These later participants anticipate concreteness on the part of a counselor, if they should seek counseling, but they expect less concrete behavior from a counselor than group one (see Table 11 and Table 31).

"Accurate empathy" is a very essential counselor characteristic. Each particular group in this research responded differently to the questionnaire item which probed the degree of accurate empathy reflected by a counselor (see Table 12 and Table 33). The clients of group two were very satisfied with the empathy reflected by a counselor in their counseling relationships. The entering freshmen (group one) anticipate that a counselor will display accurate empathy, if they should use the counseling service at Niagara College. Lastly, those respondents of group three reported that accurate empathy in a counseling relationship was not within their experience, and hence they did not know what to expect from a counselor in this regard, if they should seek a counseling experience.

A client must feel that he is "respected" in a counseling relationship, if he is to be satisfied with such a relationship. The majority of all respondents indicated that a client is respected by a counselor. However, a difference of only 1 per cent separated this first choice and the majority of respondent's second choice - the neutral or "I do not know" response category. The client group were very satisfied with the respect shown them by a counselor in

their counseling experiences at Niagara College. Also, the non-clients of group three expect to be respected by a counselor, if they should make use of their counseling service at Niagara.

But, the entering freshman, non-clients of group one responded differently, from group two or group three, for that questionnaire item probing "respect" or "positive regard" for a client (see Table 13 and Table 35). These non-counselees reported that they would not know what to expect of a counselor when respect for their feelings is a factor in any counseling relationship which they may seek with Niagara College counselors.

Very often, effective counseling may lead to effective decision-making on the client's part. A majority of all participants reported that a counselor is an effective agent in assisting a client to make a decision. The Niagara College clients were very satisfied with the counselor's efforts in assisting their decision-making by the most appropriate means. The entering freshmen (group one) expect a counselor to use the most effective means of assisting the decision-making process of a client, if they should use the counseling services at Niagara College. Lastly, the second and third year, non-counselees of group three replied differently from either group one or group two. These respondents would expect less efficiency on the part of a counselor to choose the most appropriate means of assisting the client's decision-making (see Table 14 and Table 37).

Although the Student Counseling and Development Services at Niagara College offers assistance to a student for his educational, vocational, personal and growth concerns, he may at times seek assistance elsewhere. Cole and Ivey,[46] for example, have reported that their entering freshman students most frequently viewed their parents or friends as a source of assistance with personal problems.

The entering freshmen of this study would either "talk to a counselor," or not do anything when faced with personal difficulties (see Table 15). The majority of respondents of this research would consult a close friend first if they had personal problems. The clients of Niagara College would talk to a close friend first, and would go to a counselor only as a third choice. Lastly, the participants of group three responded differently from the other groups. They endorsed a close friend, more frequently than any other group, as a main source of assistance with personal difficulties (see Table 15 and Table 27).

Wilcoue and Sharp[47] found no answer to their question of why students, their parents and the campus community consider counseling centers as less appropriate for assistance with adjustment problems, than for problems of college routine or vocational choice. A possible alternative to counseling, as a form of assistance with personal difficulties, will be discussed in "Chapter V."

Cole and Ivey[48] have also reported that entering freshmen in their study characteristically chose an instructor

or faculty advisor as a source of help with academic problems. In this study, the entering freshman respondents of group one would consult a counselor for such assistance.

A majority of participants in this study reported that they would consult an instructor for academic assistance, before consulting a counselor. The clients of Niagara College would either go to a counselor or to their instructor for academic assistance. The second and third year, non-counselees of group three responded differently from group one and group two. These respondents replied with the greatest frequency to the response category suggesting an instructor as a means of academic assistance (see Table 16 and Table 32).

During his years at College a student is exposed to many different sources of career planning. The Niagara clients and entering freshmen of group one would go to a counselor for career planning assistance. When the significance level (see Table 34) is set at .001, it is noted that group three respondents replied differently from either group one or group two. These second and third year, non-clients replied with much less frequency to the response category which suggested going to a counselor for career planning assistance (see Table 17 and Table 34).

Personal growth groups at Niagara College provide a student with an opportunity for experience-based learning outside the classroom. Most respondents in this study endorse personal growth groups as a valid means for improv-

ing communication skills, and learning about themselves. The entering freshmen (group one) in this study replied differently from group two and group three. These respondents overwhelmingly endorse personal growth groups (see Table 18 and Table 36). The clients of Niagara College also see much value in participating in a personal growth group, as did the non-clients in group three also.

Questionnaire item 11 explored a respondent's preference for a counselor of one sex versus a counselor of the opposite sex. Most participants had no preference; and no statistical significance was recorded (see Table 19).

A study by Strowig and Sheets[49] reported that counselors who are disciplinary agents may not negatively influence a student's satisfaction with counseling. This later finding was not supported in this research. A majority of respondents in this study prefer that a counseling service be operated in a non-authoritarian manner, or that they should choose counseling voluntarily. The Niagara clients endorsed having an non-authoritarian style of counseling operation with the greatest percentage of response. The non-clients of group three responded less frequently than group one or group two to the response category which suggested voluntary usage of counseling services. Both group two and group three respondents answered differently from group one. The entering freshman, non-clients of group one likewise endorsed a voluntary counseling operation for the client but with less percentage than group two (see Table 20 and Table 30).

The last item on the questionnaire, used in this research, probed the frame-of-reference each respondent employed in answering the questionnaire. The majority of respondents in this study reported that their frame-of-reference was "experiences with counselors-in-general."

Each of the three individual groups responded to questionnaire item 23 differently (see Table 38). The entering freshmen of group one answered the questionnaire on the basis of their experiences with their high school counselors. Twenty-six per cent (see Table 21) of the Niagara clients responded to the questionnaire on the basis of their Niagara counseling experiences. The greatest percentage of the Niagara clients responded on the basis of their experiences with "counselors-in-general."

Thirty per cent (see Table 21) of the non-clients of group three stated that they had responded to the questionnaire on the basis of their experiences with their "high school guidance services." The greatest frequency (37 per cent) of group three participants stated that they had replied from their experiences with "counselors-in-general."

The writer's past experience has suggested that a large number of students at Niagara College perceive Niagara counselors as an extension of their high school guidance counselors. A "stereotype," that all counselors are the same, or there is no difference between secondary and post-secondary counseling operations, may have been the reason why so many participants in this study based their responses on their

experiences with "counselors-in-general."

This above stereotype may result from the counseling process which most counselors strive for in their work as counselors. As Seeman[50] has observed, clients react to the counselor's more personal qualities of warmth, interest and understanding, rather than to any particular method or technique employed by a counselor. This is not to suggest that counseling techniques are ineffective, but only that "rapport" with a client is essential before introduction of any particular technique.

Objective data gathered by statistical analysis suggests that the original division of the sample into three groups was justified. To be specific, 14 of 17 questionnaire items were statistically significant at the .001 level of confidence, and two other questionnaire entries were significant at the .05 level of confidence (see Table 22). Only questionnaire item 11, of those items statistically analyzed, was not significant. When an item was found to be statistically significant, further statistical analysis was initiated to find which group, or groups, was responsible for such a finding.

It was observed that all three groups together accounted for a finding of statistical significance in 6 of the 17 questionnaire items so analyzed. When each individual group was observed, it was noted that group three acounted for a finding of significance in 8 out of 17 questionnaire items. The Niagara client-group did not, by itself, account for

any finding of statistical significance. Lastly, the entering freshmen of group one accounted for an original finding of statistical significance in 3 of 17 items statistically analyzed.

As it may be seen, then, group three respondents definitely replied differently from the client-group participants in this study. The entering freshmen also replied differently from the client-group, but not as frequently as the second and third year, non-clients of group three. Moreover, the client-group, by itself, did not account for any statistically significant items. Thus, the initial division of the sample into three groups on the basis of the assumptions made in Chapter I was justified from results of objective data reported in this study.

CHAPTER V

SUMMARY AND CONCLUSIONS

The purpose of the present study was to evaluate the Student Counseling and Development Services at Niagara College for the year 1970-1971. A client group was compared with two groups of non-clients by means of a questionnaire administered on registration day. This research was initiated to assist the counseling services at Niagara College to improve and grow more relevant for the students.

A total of 1,269 day students participated in this research or 80% of the total student population. Group one consisted of 575 freshman students who had no previous exposure to counselors or counseling services at Niagara College. Group two was made up of 400 freshmen, second and third year students who sought and received counseling at Niagara College. Group three was 294 second and third year students who had neither sought, nor received counseling at Niagara, but who had been exposed to counselors or counseling services at some time in the past.

A review of counseling evaluation literature did not reveal any measuring instrument appropriate for use in this study. The "Niagara College Student Counseling and Development Services Assessment Blank" was developed for use in this research. This questionnaire consists of 23 multiple choice items, and collects information concerning: the particular group a participant may be assigned to; student descriptive characteristics; student use of counseling ser-

vices; student satisfaction with counseling, or student perception of effective counseling performance by a counselor; and student preference for certain counseling operational styles.

The particular criterion for evaluation of counseling in this study was "client satisfaction." Client satisfaction was operationally defined as "a response in the most positive direction, or in a positive direction, to a questionnaire item measuring a specific factor in counseling relationships." When a non-client responded to a positive response category contained in a questionnaire item, it was interpreted as "an expectancy of effective counseling performance by a counselor."

It was found that the counseled respondents were very satisfied with the counseling which they received at Niagara College during the year 1970-1971. The non-clients of group one, or entering freshmen, replied in a positive direction 90 per cent of the time. This suggests that these non-clients expect effective counseling performance from Niagara College counselors, if they should make use of the counseling services. The second and third year, non-clients of group three replied in a positive direction 80 per cent of the time. Thus, these non-counselees anticipate effective counselor performance, if they were to make use of the Niagara counseling services.

Group three, and group one answered the questionnaire items differently than the client group. That is, group

three accounted most frequently for a finding of statistical significance in a questionnaire item. Group one, however, accounted less frequently than group three for a finding of statistical significance. But, the client group did not solely account for any statistical significance. The original division of the sample into three groups was justified on the basis of the above information.

Although most respondents acknowledged that they would use the counseling services at Niagara College primarily for "educational concerns," the same majority stated that they would consult an instructor before going to a counselor for assistance with academic problems. This finding may be the result of student thinking by which counselors are perceived as "interpreters" of academic regulations, and instructors as "remedial agents" for specific learning problems.

Another result of this study is that most students surveyed would consult a close friend before consulting a counselor for assistance with any "personal difficulties." A further finding may shed some light on this latter finding. It was further noted that most respondents perceive no difference between "guidance counselors" and "community college counselors." It has not been common practice in the past for guidance personnel in Ontario to remedy the more severe adjustment problems of their clients. Usually these adjustment cases are referred to the psychological services of a Board of Education by a guidance counselor. Since guidance personnel in the high schools, then, are mainly concerned

with the educational matters of their clients, it is quite understandable that the students surveyed in this research most likely perceive college counselors similarly.

The majority of students surveyed also perceive counselors as a source of assistance with career planning. Most respondents wish to approach counseling services on their own initiative, rather than being "called down" to counseling. Also, the majority of student respondents do not have any marked preference for a counselor of one sex versus a counselor of the opposite sex.

Personal growth groups at Niagara College create an atmosphere of self-exploration and learning outside the classroom. The majority of participants would use a personal growth group for self-growth and improving communication with their peers.

Strowig and Sheets[51] have reported that their high school students tended to perceive their counselors in evaluative terms. These authors found no relationship between a student's perception of a counselor and his satisfaction with counseling. The findings of this study suggest a close relationship between perceptions of counselors and satisfaction with counseling.

Recommendations for Future Research

A natural extension of the research reported here involves the relationship between expectations of clients prior to counseling and client perceptions of counseling during the process, and at periodic intervals after termin-

ation. The data collected over this period of time from the same sample could be compared and trends or changes in student satisfaction with counselors and counseling services could be noted.

In future use of the Niagara College Student Counseling and Development Services Assessment Blank, it may be more efficient to include some open-ended response categories. Such an open-ended response category would be helpful in determining where a student may also go for assistance with his personal difficulties.

When the questionnaire employed in this research is administered to an incoming group of students, certain preferences may emerge for certain counseling services. Special programs could then be set up to accommodate the particular counseling needs of such a group.

The service agency philosophy attempts to offer assistance to all people eligible for and in need of assistance. Better understanding of a student's reasons for not requesting counseling may enable a counseling center to develop means of helping such people in the future. Increased understanding of the differences between clients and non-clients could help counseling centers provide more effective service both to clients and students with difficulties who are reluctant to seek help.

Evaluation research into counseling in Canadian community colleges suggests new directions in which the counseling profession is likely to make its next contribution to its

clientele. Through a systematic and continuous program of evaluation, the counseling services in post-secondary institutions may improve and grow relevant for students.

FOOTNOTES

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APPENDIX A

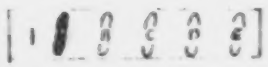
NIAGARA COLLEGE STUDENT COUNSELING AND DEVELOPMENT SERVICES

ASSESSMENT BLANK

The Student Counseling and Development Services at Niagara College is conducting a research study into ways of improving its service for all students. The following Questionnaire is not a test of any kind. There are no right or wrong answers. Answer the questions on the basis of your counseling experiences, or what you expect from counseling and counselors.

Please answer all questions. Answer them, one after the other. A special pencil is provided for marking your responses. All your responses are to be marked on the computer card provided for you. Do not make any marks in this booklet.

FOR EXAMPLE: 1. My program is
- A. Applied Arts
- B. General College Diploma
- C. Business
- D. Technology
- E. Industrial Relations



Please fill the slot fully when you answer. If you erase, then please erase fully.

Your name or student number is not required.

1. Sex
   A. Male
   B. Female

2. Age
   A. 16-17 years
   B. 18-20
   C. 21-24
   D. 25-30
   E. 30 or older

3. I am in
   A. First year
   B. Second year
   C. Third year

4. My program is
   A. Applied Arts
   B. General College Diploma
   C. Business
   D. Technology
   E. Industrial Relations

5. When you were in high school did you use the guidance services offered?
   A. Yes
   B. No

6. I found the high school guidance services to be
   A. very satisfying
   B. somewhat satisfying
   C. I don't know
   D. somewhat dissatisfying
   E. very dissatisfying

7. Have you used the Niagara College Student Counseling and Development Services?
   A. Yes
   B. No

8. Most likely, a person uses the Student Counseling and Development Services at Niagara College because of
   A. an educational concern (lack of academic information, study skills, course changes, etc.)
   B. a personal concern (personal, social or emotional adjustments)
   C. a growth concern (improve communication skills, become more aware of self and others)
   D. I don't know
   E. a vocational concern (choosing a career, making vocational plans for the future)

9. A counselor will
   A. remain unknown to me, no matter how long we talk
   B. show himself occasionally, but still remain unknown
   C. share some of his feelings with me, but not enough to tell what he is really like
   D. I don't know what he will do
   E. share feelings openly and honestly, so that I really get to know him

10. A counselor will
   A. constantly tell me what is right or wrong with my feelings or actions
   B. I don't know what he will do
   C. neither approve nor disapprove of my actions or feelings, but listen to me
   D. make me feel really free to express myself in any way without my worrying that he will not agree
   E. make me feel uncomfortable because I have to continually watch what I say to him

11. I prefer to talk with
   A a female counselor
   B. a male counselor
   C. either a male or female counselor
   D. I don't know

12 If you have some personal difficulties (conflicts within yourself, or with other people, etc.), you would
   A. go and talk over these difficulties with a counselor
   B. ask your instructor for some advice
   C. talk it over with a close school friend
   D. go to your family doctor for help
   E. not do anything, or do something other than the above responses

13. When you talk to a counselor about something very personal, the counselor will
   A. hold the information in the strictest confidence and share it with no one, without your permission
   B. I do not know what he will do
   C. blab it all over campus
   D. give the information to your instructor
   E. pass it on to anyone who asks him, but not discuss it otherwise

14. A counselor will
   A. say one thing to me, and mean another
   B. be completely honest with me, even if it hurts a little
   C. talk as if he had rehearsed what he tells me
   D. be sincere with me, but not really involved
   E. I do not know what he will do

15. Two ways in which a Student Counseling Center may operate are listed below. Which way is better?
    A. going to a counselor should be left up to each student's own desire to do so, or not
    B. a counselor should contact a student and tell him or her to report to the counseling office
    C. I do not know

16. A counselor will
    A. help me express what I want to, but never in enough detail
    B. I do not know what he will do
    C. help me deal with my personal matters, but only in a round about way
    D. let me talk about anything, except why I came to talk to him
    E. help me to honestly express what exactly was on my mind

17. If you have some academic difficulties (trouble studying, or need for information concerning programs, etc.), you would
    A. ask one of your school friends what to do
    B. ask one of your instructors to help you
    C. talk to a counselor
    D. ask your parents for help
    E. not know what to do, or you would do something other than the above responses

18. A counselor will
    A. help me tune into my feelings, and eventually help me to find me
    B. help me to express my feelings
    C. I do not know what he will do
    D. not ignore my feelings, but misinterpret them very easily
    E. ignore my feelings

19. If you have some career difficulties (lack of information concerning your career abilities, interest, etc.), you would
    A. talk to your parents about it
    B. ask a counselor for career planning help
    C. ask your instructor to advise you
    D. ask your school friends what to do
    E. not know, or you would do something other than the above responses

20. A counselor will
    A. show a very deep caring and respect for me
    B. I do not know what he will do
    C. show no respect for my feelings and experiences
    D. show some warmth, but act too controlled

E. show a real positive warmth for me, makii me feel that I really count

21. If you want to improve as a person (that is, talk more effectively to people, grow as a person, become aware of yourself in relation to others, etc.), you would
    A. read a lot of books about doing this
    B. talk to your friends about improving
    C. not know, or I would do things not suggested here
    D. participate in a personal growth group to learn how to communicate better
    E. ask your Language Arts (English) instructor for advice

22. A counselor will
    A. help me to reach a decision, but I still make my own decisions
    B. make all my decisions for me
    C. let me suggest many decisions, and we chose a final decision together
    D. force me to make decisions
    E. I do not know what he will do

23. I answered all of the above questions from
    A. my experiences with Niagara College counselors
    B. I have not had any counseling experiences
    C. my experiences with guidance counselors while I was in high school
    D. my experiences with counselors in general

APPENDIX B

BACKGROUND DATA FOR JUDGES

A research study is going to be conducted on Registration Day, September 7 1971 to evaluate the Student Counseling and Development Services at Niagara College. The purpose of this research is twofold: firstly, the data gained from such research may be specifically applied to evaluate Counseling Services at Niagara College, and improve these services in the future; and secondly, the data provides me with data for a thesis.

Three different student groups will be compared in this evaluative study. Group one will be incoming freshman students who have no previous exposure to counselors or counseling services at Niagara College. Group two will be made up of freshman students, second and third year students who have used counselling services. The third group will consist of second and third year students who have been exposed to the counselling services, and counselor but have not made use of this service.

The general underlying assumption in reference to these above groups is that all groups have attitudes and/or opinions toward counseling services and counselors, and are affected by a common background of experiences and characteristics, since Niagara College draws its student population essentially from the peninsula area.

It is also assumed that group one (freshmen - no counseling) will view the Counseling Services at Niagara in a manner similar to which they viewed their guidance services in high school. Also, it may be assumed that group two (freshmen, second and third year students - counseled) have attitudes toward counselors and counseling practices at Niagara which are the result of their direct contact with the counselors at Niagara College. Lastly, it is assumed that group three (second and third year - no counseling) because of a general climate of opinion on campus, are predisposed to appraise counselors and counseling irrespective of direct contacts with counselors or their services.

To compare these groups a Questionnaire (Niagara College Student Counseling and Development Services - Assessment Blank) has been devised. This is an extremely structured questionnaire, check list variety, and is appropriate for use with a population in excess of 100 to obtain a broad range of information.

The Questionnaire has two goals: firstly, to provide a response for every respondent which reasonably approximates

that respondent's own association to the question asked; and secondly, to simulate real choices by providing the respondent with different positions along the response continuum.

The Questionnaire must be designed in such a manner that the research population (students) are sufficiently literate to understand the items of the questionnaire's communication throughout their reading of it.

How to Make Your Ratings

You are asked to make two independent ratings on the Questionnaire provided you in this package. This first rating procedure is described below.

Criteria for Rating Number One

You are asked to rate, on the Questionnaire provided, the degree to which each individual question item corresponds to any one of the following four criteria.

Assign a rating of "1" - the question item is based on aspects of the research study which MUST be asked if the area of concern is to be thoroughly covered.

Assign a rating of "2" - the question item is based on aspects of the research study which are important and relevant, even if not as crucial in the same sense, or to the same degree, as a rating of "1".

Assign a rating of "3" - the question item is relevant and/or interesting but neither crucial or important.

Assign a rating of "4" - the question item is either not relevant, or is covered in some other or better question.

EXAMPLE: 1. Age
A. 16-17
B. 18-20
C. 20-25
D. 25-30
E. 30 or older

1st Rating: 1 - 2 - 3 - 4

Instructions for Rating Number Two

Please read each item on the Questionnaire and rank them in order of how important you believe them to be as a measure of counseling effectiveness. Use "1" for the most important question item, "2" for the next most essential question item, and so on, with "29" assigned to the least

essential item.

Thank you very much for your co-operation and assistance.

Additional Comments By Judges If Any

NIAGARA COLLEGE STUDENT COUNSELING
AND DEVELOPMENT SERVICES

ASSESSMENT BLANK

The Student Counseling and Development Services at Niagara College is conducting a study to find out the effectiveness of its Counseling Services. Your name or student number is not required. The results of this research will be a more effective service for students at Niagara in the future. This is not a test. There are no right or wrong answers.

Please answer all questions in this survey on the computer card provided for you. A pencil for marking your responses will also be provided. DO NOT use your own pen or pencil. Please fill the slot fully when you answer on the computer card. Please answer the questions one after the other.

EXAMPLE: 1. Age
A. 16-17
B. 18-20
C. 20-25
D. 25-30
E. 30 or older

Answer on the computer card is as such:

1. A (B) C D E

1. Sex
   A. Male
   B. Female

   1st Rating: 1 - 2 - 3 - 4
   2nd Rating: ____

2. Age
   A. 16-17
   B. 18-20
   C. 20-25
   D. 25-30
   E. 30 or older

   1st Rating: 1 - 2 - 3 - 4
   2nd Rating: ____

3. Year at College
   A. First year
   B. Second year
   C. Third year

   1st Rating: 1 - 2 - 3 - 4
   2nd Rating: ____

4. Program area
   A. Applied Arts
   B. Business
   C. Technology
   D. Industrial Relations

   1st Rating: 1 - 2 - 3 - 4
   2nd Rating: ____

5. When you were in high school did you use the guidance services offered?

   A. Yes
   B. No

   1st Rating: 1 - 2 - 3 - 4
   2nd Rating: ____

6. Have you used the Niagara College Student Counseling and Development Services?

   A. Yes
   B. No

   1st Rating: 1 - 2 - 3 - 4
   2nd Rating: ____

7. Most likely, a person uses Student Counseling Services at Niagara because of:
   A. a vocational concern (discuss career plans, select a college program)
   B. a personal concern (personal, social, emotional difficulties)
   C. a personal growth concern (communication development, self awareness through group participation)
   D. reasons unknown to me
   E. an educational concern (study difficulties, poor school achievement)

   1st Rating: 1 - 2 - 3 - 4
   2nd Rating: ____

8. A person may go to Counseling because of:
   A. lack of information concerning abilities, interest, personality
   B. lack of information concerning educational rules, occupations, or other services offered
   C. causes unknown to me
   D. conflict within himself or herself over feelings inside or about other people
   E. lack of ability to study well or act appropriately when with other people

   1st Rating: 1 - 2 - 3 - 4
   2nd Rating: ____

9. If a person goes to a counselor, most likely that counselor will:
   A. ignore your feelings
   B. not ignore your feelings but misinterpret them very easily
   C. help you accept your feelings and express more feelings
   D. not be able to help you express your feelings at all, so why go?
   E. help you accept your feelings, and express them in such a way that you gain new insights into yourself

   1st Rating: 1 - 2 - 3 - 4
   2nd Rating: ____

10. If a person goes to a counselor, most likely that counselor will:
   A. give you no help, so why go?
   B. high pressure you into a decision
   C. assist you but let you make your own decisions
   D. let you make most of the suggestions about decisions to be made, and let you choose a final course of action

E. make any decisions for you

1st Rating: 1 - 2 - 3 - 4
2nd Rating: ____

11. Two ways in which a Student Counseling Center may operate are listed below, in your view which way is better?
    A. the counselor should contact a student and tell him or her to report to the counseling office
    B. going to the Counseling Center should be left up to the student's own desire to do so or not
    C. I don't know

    1st Rating: 1 - 2 - 3 - 4
    2nd Rating: ____

12. The Niagara College Student Counseling and Development Services are located:
    A. near the switchboard in the Voyageur Building
    B. who knows where?
    C. in Hennepin Hall
    D. across from the Computer Center in the McKenzie Building
    E. in Hennepin Hall and across from the Computer Center in the McKenzie Building

    1st Rating: 1 - 2 - 3 - 4
    2nd Rating: ____

13. If a person has trouble deciding on a particular career program, most likely, this person will:
    A. ask a school friend at the college for assistance
    B. inquire at the Counseling Center for an appointment with a counselor who would help the person in reaching a decision
    C. go to some agency outside the college for career planning assistance
    D. ask an instructor what to do
    E. ask the Student Placement Officer

    1st Rating: 1 - 2 - 3 - 4
    2nd Rating: ____

14. The Niagara College Student Counseling and Development Services is:
    A. a service which I am not familiar with
    B. an information service that provides answers for all kinds of difficulties
    C. a testing service to find out where your abilities, interests, or personality traits are
    D. a service where you can discuss whatever is important to your better understanding of yourself, and where you can explore future possibilities for yourself

E. a service where you can find out what strengths and weaknesses you have

1st Rating: 1 - 2 - 3 - 4
2nd Rating: ____

15. If a person goes to a counselor, most likely, that counselor will:
   A. communicate a very deep caring and respect for you
   B. have no respect for your feelings, experiences, or strengths
   C. show a small amount of warmth for you but act in a mechanical fashion towards you
   D. why bother going to a counselor who can't communicate?
   E. communicate a positive regard for you that makes you feel like you really count

1st Rating: 1 - 2 - 3 - 4
2nd Rating: ____

16. A counselor is a person who:
   A. makes you feel completely free to express yourself in any way without fear of disapproval on the counselor's part
   B. constantly approves or disapproves of your actions or attitudes
   C. makes you feel that you have to watch what you say so that the counselor will not disagree
   D. neither approves nor disapproves of your actions or attitudes
   E. is neither friend nor foe

1st Rating: 1 - 2 - 3 - 4
2nd Rating: ____

17. The term "counseling" may be defined as:
   A. the use of psychological tests with people
   B. giving professional advice to people with problems
   C. assisting people to reorganize their personality so that they can function effectively
   D. a term that I never really considered
   E. assisting people to make use of their own resources in making wise choices of a sort on which their future development depends

1st Rating: 1 - 2 - 3 - 4
2nd Rating: ____

18. If a person feels that he or she has some difficulties in making a personal adjustment toward some particular aspect of life, this person, most likely, will:
   A. go to his or her family doctor, or to some outside agency

B. go to the college nurse and explain it to her
C. arrange a meeting with a counselor at the Counseling Center to discuss these personal difficulties
D. talk it over with a school friend, or his or her parents
E. go to an instructor and ask his or her advice

1st Rating: 1 - 2 - 3 - 4
2nd Rating: ____

19. If a person goes to a counselor, most likely, that counselor will sound as if:
A. he were attempting to defend himself from your comments all the time
B. he were telling the same thing to everyone he talks with
C. you shouldn't have gone in the first place
D. he were sincere but not really involved with you as a person
E. he were telling you "like-it-is" for himself when talking with you

1st Rating: 1 - 2 - 3 - 4
2nd Rating: ____

20. The ideal age for a counselor at Niagara College is:
A. 20 - 25 years of age
B. 25 - 30 years of age
C. 30 - 35 years of age
D. 35 years of age or older
E. I don't know

1st Rating: 1 - 2 - 3 - 4
2nd Rating: ____

21. A counselor is, most likely, a person:
A. in whom you can have full confidence and can easily discuss all difficulties
B. who isn't worth talking with about feelings
C. with whom you feel free to talk about your difficulties, and eventually gain insights to overcome these difficulties
D. with whom you definitely will feel ill-at-ease in discussing difficulties
E. who will make you feel uneasy

1st Rating: 1 - 2 - 3 - 4
2nd Rating: ____

22. The service which is most similar to Student Counseling and Development Services at Niagara College is:
A. the Student Affairs Office
B. who knows?

C. the Health Services
D. the Registrar's Office
E. the Student Placement Office

1st Rating: 1 - 2 - 3 - 4
2nd Rating: ____

23. If a person wants to communicate more effectively and develop more self-awareness, this person, most likely, will:
A. participate in a personal growth group in order to learn to communicate better, and develop self-awareness towards others
B. read books on how to communicate well
C. take a course outside the college in how to speak and communicate better
D. talk to his Language Arts (English) instructor
E. most people communicate well enough

1st Rating: 1 - 2 - 3 - 4
2nd Rating: ____

24. If a person faces difficulties about understanding parts of his or her academic life, a person will:
A. just keep asking himself or herself - why?
B. consult his or her academic advisor or instructor
C. go to the Student Counseling and Development Services and see a counselor
D. ask his school friend, or parents what to do
E. read books on how to improve academically

1st Rating: 1 - 2 - 3 - 4
2nd Rating: ____

25. When a student talks to a counselor about something very personal, this information is:
A. blabbed all over campus to other students
B. given to the person's instructor
C. given to who?
D. passed on to anyone who asks for it
E. is held in the strictest confidence and shared with no one without the specific permission of the person who gave this information

1st Rating: 1 - 2 - 3 - 4
2nd Rating: ____

26. If a person goes to a counselor, most likely, that counselor will:
A. share his personal attitudes and experiences in a warm way with you, enough to tell what he is really like
B. not reveal any aspects of himself to you

C. share with you personal feelings, but not enough to tell what he is really like
D. disclose himself very briefly and vaguely to you
E. who wants to share feelings with counselors?

1st Rating: 1 - 2 - 3 - 4
2nd Rating: ____

27. Most likely, people feel better talking to a:
A. male counselor
B. either a male or female counselor
C. female counselor

1st Rating: 1 - 2 - 3 - 4
2nd Rating: ____

28. If a person goes to a counselor, most likely, that counselor will:
A. not be real enough to go and talk with in the first place
B. be very concrete and realistic with you, helping you to express any feelings no matter how intense
C. deal with your personal matters in a vague way
D. talk in vague generalities to you
E. acknowledge your real personal experiences but just leave them with you

1st Rating: 1 - 2 - 3 - 4
2nd Rating: ____

29. I answered these above questions on the basis of:
A. my experiences with all counselors
B. my experiences with counselors at Niagara College
C. my experiences with guidance counselors in high school
D. my general knowledge

1st Rating: 1 - 2 - 3 - 4
2nd Rating: ____

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